

Standard XII: Every Student

Identification of Diverse Populations/Students:

Level 3 requires evidence of special student populations being identified (i.e. Academically challenged students, Students with diverse ethnic or cultural backgrounds, Students with disabilities, Economically challenged students, Academically talented students, and ESL students), and program services have been designed to meet their needs.

- Example: If 14% of your incoming 10th Graders at a high school have been identified by end of 1st Quarter or Mid-Year as academically failing, what is being done to help these students with failing courses or high school transition?

Level 4 requires all of the above with integration of schools improvement committee.

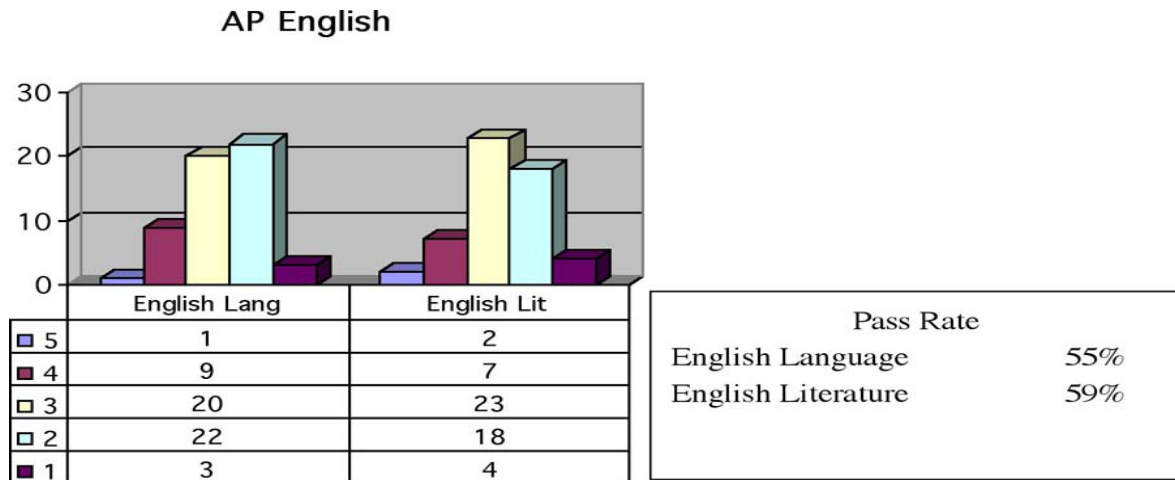
- In the example provided above, a **level 4** would demonstrate what is being done by the School Improvement Committee, with counselor involvement, in helping meet the academic needs or challenges of this 14% of 10th Graders?
- Some of this information is required for School Accreditation (School Profile), which if completed the same year as a school's CG Site Review, can be used as part of Standard XII for a Site Review Team to reference as part of a school's CG Program. This simplifies the process of this standard, and limits redundancy.

Changes &/or Modifications to the Program (Show Counselor Involvement & How Program/s Meet Student Needs):

Level 3 requires the use of disaggregated data to provide equity in educational opportunities for all students, and evidence that materials and program content meet the diverse needs of students.

- Again, a school's Accreditation provides this same information, and an individual school's DRSL's (Desired Results of Student Learning) are directed at meeting the needs of all students with respect to identifying the needs specific populations of students as well.
- **Example:** If a High School disaggregates information on AP Test Results and wants to improve their enrollment in AP Classes and improve AP Test Results, a DRSL that may be considered is raising students' level of Critical Thinking. What are some ways a school, as part of a CGP, implement changes or modifications in raising a school's overall level of Critical Thinking? Possibly, a restructured way of delivering information to parents and students about registering for AP Classes in the spring, or implementing more technology based curriculum with a certain area of emphasis (i.e. English). A plan is developed, implemented, and modified accordingly.

The following could be an example of disaggregated data if it were also sorted by male/female pass rates, socio-economic status and pass rate, or ethnicity and pass rate:



Level 4 requires all of the above, plus, ongoing evaluation annually to measure a CGP's effectiveness and close integration with School Improvement Plan & Accreditation.

- **Example: “Closing the Gap”** Action Plan by Grade Level completed and evaluated annually.

Meeting the Needs of Every Student:

Level 3 shows evidence that the CGP provides services to students in relation to their diversity and/or needs, and responsive services are available to every student.

- Demonstrated through course of Site Review Presentation, Needs Assessment, Responsive Services (Standard VIII), and indicators above.

Level 4 requires all of the above, plus, integration and support through school improvement goals.

- Demonstrated through items in Level 3, plus School Improvement Plan Goals, and Accreditation Manual.

This standard is not about providing a list of the array services and/ or activities that are available to students. It is a demonstration of the counseling team's understanding of the ways in which students differ from one another and the accommodations made to meet “the rights and needs of students in relation to their diversity” (Utah Model, p.6).